

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Michael Edward Pennell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Prince Of Peace Catholic School
(As it should appear in the official records)

School Mailing Address 1209 Brushy Creek Road
(If address is P.O. Box, also include street address.)

City Taylors State SC Zip Code+4 (9 digits total) 29687-4103

County Greenville State School Code Number* _____

Telephone 864-331-3911 Fax 864-751-5190

Web site/URL http://www.popcatholicschool.org/ E-mail michael.pennell@popcatholicschool.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Sandra Leatherwood
(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: sleatherwood@catholic-doc.org

Other)

District Name _____ Tel. 843-402-9115

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Renee Tedrick
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 Middle/Junior high schools
 High schools
 K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	9	5	14
K	11	12	23
1	15	14	29
2	20	20	40
3	13	15	28
4	13	27	40
5	18	18	36
6	9	15	24
7	14	8	22
8	6	8	14
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	128	142	270

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 55 % White
 - 32 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	272
(5) Total transferred students in row (3) divided by total students in row (4)	0.051
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Prince of Peace Catholic School does not participate in the free/reduced lunch program. However, we can provide an estimate based on the number (and percentage) of students who apply annually for tuition assistance. We use an independent organization (Tuition Aid Data Service) to evaluate family income based on a confidential submission of a recent IRS tax return. On this basis, we can report:
 Students enrolled from low income families: 23
 Percentage of total school enrollment: 8.5%

9. Students receiving special education services: 2 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	3 Specific Learning Disability
0 Emotional Disturbance	0 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Prince of Peace Catholic School is a ministry of Prince of Peace Catholic Church with 1,900 registered families. The school is SACS accredited and member of the Roman Catholic Diocese of Charleston collaborating with families to offer children an integrated Catholic Formation in Faith, in Knowledge, in Friendship, for Service. Facilities include a church, gymnasium, multipurpose building and school building. A portable building houses the school computer lab and library. The school offers one class for K4, two classes each from grades K5 to 5th and one class each for 6th-8th grades along with early morning and after school care.

Located on 32 acres in Taylors SC, the school serves families from local communities including Taylors, Greer, Greenville, Mauldin, Simpsonville, Travelers Rest, Fountain Inn, Lyman and Spartanburg, South Carolina. Greenville is located on busy Interstate 85 between North Carolina and Atlanta, GA, in one of the most rapidly growing areas of the country and the fastest growing in our state.

Students wear uniforms and commute to school. Students participate in a variety of sports, clubs and activities including Lego club, cross country, choir, chess, and drama. Academic and Leadership opportunities are also available through the National Junior Beta Club and Student Council. The school is a member of the South Carolina Independent Schools Association (SCISA) permitting students to participate in state competitions like Spelling Bee, Science Fair, Quiz Bowl, Math Team and Music Festival. Students have earned trophies, medals, and certificates at these SCISA competitions over five years.

Prince of Peace depends on our parents! Involving parents in the education of their children AND accomplishing more than the school budget could do otherwise creates a positive dynamic in the school community. Volunteers record over 6,000 hours of service annually. They help as reading helpers, lunch buddies, library assistants, bake sale coordinators, and in many other positions throughout the year.

In 2007-2008, with help from charitable organizations, parents, and others, the school renovated a classroom and purchased lab equipment spending about \$100,000 for a state-of-the art middle school science classroom. The new equipment serves the teacher's needs for instruction, but it also serves the students who use the microscopes, TI-84 graphing calculators, or classroom netbooks to work on problems or conduct experiments that prepare them for high school.

School leadership took an innovative step in math learning by adopting Singapore Math. Teachers were eager to assist struggling students especially after third grade becoming lost in math by middle school. After research and study, the school chose the (registered trademarked) Singapore Math Program in 2010 rewritten for an American audience and which had enjoyed success in California, Arizona, and in public school beta tests in Maryland. Teachers received training particular to the program to deliver new instructional methods to children.

To improve student writing, the school adopted a program from the Institute of Excellence in Writing (IEW). A consultant in-serviced faculty on teaching writing to children. Faculty liked the program for three key reasons. First, this practical approach teaches children (using focused rubrics) both structure and style in writing. Second, the program can be used school-wide from Kindergarten to 8th grade providing all members of our school a common vocabulary for talking about and for grading and guiding the writing process from beginning to end consistently. Third, the writing assignments use content that teachers already teach in the classroom. There is no need for an extra writing assignment for writing class. The children can write about History or about what they already read and study in any class.

The school encourages student participation in the arts; the school hosts annual band, orchestra, and choral performances, a fall musical and spring Shakespeare play, and an annual art show; students participate in an annual student Music Festival at the University of South Carolina and our city's Christmas and St. Patrick's Day Parades.

Prince of Peace became SACS accredited in 2012. This achievement crowned the school's focused efforts for improving student achievement over the last eight years preparing the school to be a National Blue Ribbon School. These efforts include faculty review of assessments to improve student learning, leadership's providing professional development and executing governance strategies for attracting and keeping excellent teachers, involving parents as volunteers, innovating with technology for teachers and children, implementing programs for better student learning like those adopted in reading, writing, and arithmetic, and working with children after school or helping parents work with them at home. Consistent growth in school enrollment, fund raising efforts, and standardized test scores signal these efforts.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) On any of the sub-tests of the Iowa Assessments (IA) previously the ITBS, our school uses the following scale to measure student performance:

- 1-24th percentile Below Grade Level
- 25th to 49th percentile Below Average
- 50th to 74th percentile Above Average
- 75th to 99th percentile Superior

Internally, school staff targets the 75th percentile on each sub-test for a class average. Whenever this goal is not met, leadership initiates a review process using IA's Item Analysis Reports to target specific skills considered weak on a sub-test. Further, when individual students score "Below Grade Level," a similar review process is initiated to discover both the cause of the low score and what might be done to remedy the situation.

Children's Progress Academic Assessment (CPAA), a web-based assessment tool teachers use for K4 to 2nd grade students, generates a report on each child in literacy and numeracy that measures achievement on a scale of 4 tiers. The scale is marked "Below Expectation," "Approaching Expectation," "At Expectation," and "Above Expectation." These levels are color-coded for ease of review. Whenever student reports showed a "red" or "yellow" (that is, below or approaching expectation), then a teacher can organize a differentiated learning group in the classroom or send learning activities home with the children for parents to review with the children. Internally, faculty consider "blue" and "green" (that is, above and at expectation) acceptable performance levels for our children.

b) From 2005 to 2009, a pattern emerged of decreasing math performance; classes (5th to 7th) could not maintain targeted national percentile scores over time. Though classes improved according to teaching strategies, downward trends continued in these grades even after 2009 (2010 and 2011 especially where student mathematics scores dropped LOWER the following school year). Math in 4th grade 2010 follows a dropping score pattern over three years to 6th grade: 82-79-72. Fifth grade in 2010 follows similarly to 7th: 85-79-77. At about this time, leadership focused attention on improving math learning. The principal and 4 faculty became members of the National Council of Teachers of Mathematics. The school identified three strategies for teaching mathematics: memorization for speed and accuracy, sufficient practice, and grasping concepts. These were implemented as follows:

First, the school adopted a daily math practice program called SIMPLE SOLUTIONS. Children practiced on-grade-level math skills throughout the school year and even in summer using the same publisher's SUMMER SOLUTIONS.

Second, the school adopted Singapore Math and contracted professional development to assist teachers with classroom planning and instruction.

Third, since the school enrolls TWO classes of students at each grade level K to 5, teachers can plan and teach in a collaborative environment ensuring teacher mastery of this new approach and a consistent, unified approach among grade levels beginning in Kindergarten.

Finally, interactive white-board technology purchased for each classroom helps bring math learning to life. Teachers prepare lessons ahead of time, can stop or return easily to lessons as necessary, and adjust presentations in a new year to better reach children based on teacher experience and learning needs. Faculty math presentations become more exacting and better organized to reach math learners, essential especially in mathematics where accuracy counts for achievement.

Almost immediately (by 2012 and now 2013) math scores began to rise from one year to the next given teacher attention and focus on student math learning. Consider 3rd grade over three years to 5th grade: 80-

82-83. Now mathematics percentiles rise across the grade levels, and in the most recent student testing (2013), national percentiles outpace target scores according to not one but three separate metrics:

- (a) Grade averages from the year before
- (b) The averages for the 30 peer Catholic elementary schools in our diocese and
- (c) The cutoff scores for the National Blue Ribbon.

Grade level reading scores have frequently hit the leadership's above average targets. From 2003 to 2013 elementary teachers used a phonics based reading program in early childhood giving close attention to phonemic awareness and phonics. Reading percentiles fluctuate but remain close to the 75th percentile goal. But 2012 surprised teachers with a 3rd grade 66th percentile! This was alarming and caused a deep evaluation of what is needed in early childhood reading skills and how teachers can better enable independent reading at third grade when we move from "learning to read" to "reading to learn."

Research, conversations with reading companies and consultants led faculty to the Rowland Reading Foundation whose Superkids! K4-2 program adopted in 2013. Faculty are convinced Rowland can help instruction with Common Core reading alignment and goal achievement.

Further, the school Parent Teacher Organization funded Renaissance Learning's Accelerated Reader program so teachers could more effectively encourage and track independent student reading. This program replaced Scholastic's Reading Counts. Faculty expects reading scores – which have returned to acceptable above average levels this year – to respond even better to this new initiative in the next few years.

2. Using Assessment Results:

From 2005 to 2009, Prince of Peace used Riverside Publishing's ITBS to evaluate student achievement in grades K to 2nd and from 3rd to 8th (the latter being mandated by our diocese). These scores set a baseline revealing concerns in reading and mathematics. Further, results are communicated annually to parents with a letter from the principal and a chart of scores including a report that helps parents put their child's scores in some perspective.

In four years, early childhood reading scores increased from the 65th percentile to the 85th in first grade. Low scores in reading in 2005 also motivated staff to seek early childhood professional development on reading instruction from 2005-2008. Some dissatisfaction with student progress on reading assessments led the school in two directions from 2009 to 2012: Children's Progress and Dibels.

Our faculty reviewed various web-based assessments for early childhood deciding to adopt Children's Progress Academic Achievement (CPAA) now owned by NWEA. Faculty liked (a) simple reporting for parents, (b) the measuring of progress according to Common Core Standards, and (c) the recommendations for differentiated practice activities for use both in the classroom and at home with parents. Goals generated from a CPAA report become key for teachers and parents: eliminate the "reds" and "yellows" and aim for "greens" and "blues." The charts are shared with parents to help them see better overall classroom and school progress.

Third grade teachers started with DIBELS in 2012 and the fluency assessment tool was extended to 1st and 2nd in 2013. Faculty discovered not only that they can flag the children who struggle with emerging reading skills, but that they can track progress of improvement which in more serious cases requires outside intervention.

Effective faculty efforts are most noticeable in 3rd grade reading in 2013. In 2012, third grade scored 66th%ile and in 2013 as 4th graders, students scored 12 points higher. This attention to data also points to our highest 3rd grade Iowa Assessments reading score earned in 2013: 83rd percentile.

Before 2009, it seemed student achievement in math declined as students were promoted to the next grade level. The low point of that period is included in the data reporting of this application since it occurred 5 years ago. 5th grade (53rd%), 6th grade (68th%), and 7th grade (67th%) revealed gaps in math learning. A review of ITBS's Item Analysis Report on specific math skills revealed weaknesses on basic student skills:

order of operations, using fractions, long division, and a few other areas. Responding to this assessment data in 2008, the school piloted a practice program in 3rd grade which expanded the following year after considerable positive longitudinal results. The program eventually expanded to all grades K to 6th.

3. Sharing Lessons Learned:

The school has had multiple occasions to share with other teachers, schools, and even one diocese the lessons and experiences of turning our failures and weaknesses into successes and strengths. Following are examples:

St. Anne's Catholic School, Rock Hill, SC. When a new principal was hired to lead the school, she wanted to tackle the challenge of mathematics achievement at St. Anne's. Through our network of SC Catholic schools she learned of the research and work done at Prince of Peace. The principal and four teachers from various grade levels visited our classrooms to observe instruction and meet with faculty in April 2013. Contact: Shaileen Riginos associateprincipal@stanneschool.com.

Immaculate Conception Catholic School, Hendersonville, NC. The school advisory board and pastor invited our principal to present at a monthly board meeting on the topic of how to analyze testing data to improve student learning. They were interested in addressing falling scores and enrollment challenges at their school. November 2013. Contact: Jack Fitzpatrick biggbear@bellsouth.net.

St. Anthony's School, Greenville SC and St. Joseph Catholic School, Columbia SC. When faculty decided to adopt the Rowland Reading Foundation's "Superkids!" reading program in K4 to 2nd grades, leadership extended an invitation to St. Anthony's Greenville and St. Joseph Columbia (SC) to join faculty in a professional development opportunity for execution of the program in classrooms. May and August 2013. Contacts: Sr. Catherine Noeker antpad@aol.com and Mrs. Rose Tindall rtindall@stjosdevine.com.

Diocese of Marquette, Michigan. Through a network of contacts, the superintendent of schools for Catholic schools in the Upper Peninsula Michigan heard about our creative strategies in mathematics and the arts and invited our principal to a diocesan-wide in-service with teachers and principals to suggest ideas for improving elementary instruction in their diocese. Contact: Mr. Mark Salisbury, Superintendent. msalisbury@dioceseofmarquette.org

Diocese of Charleston Teachers Conference (March 2010). Three groups of our teachers presented at this conference after our experience adopting evaluation technology for assessing and working with students. The three groups had three topics they presented:

- Formative Assessment Strategies for Increasing Student Achievement
- Using Multi-media to Enhance Student Learning
- From Kindergarten to First Grade Stress-Free

4. Engaging Families and Community:

Frequent Communication to our School Community. The most successful children in school are usually those whose parents know what's happening in the school. That is achieved through communication. The school uses a web-based student data management program that permits DAILY communication to parents who can log in and view teacher comments, grades, discipline records, a school calendar and more. WEEKLY each teacher sends home a newsletter reviewing the week's work and activities for a child for that week. Likewise, the principal sends home a weekly electronic newsletter reviewing events of the past week and outlining events of the upcoming week. ANNUALLY parents receive or have access to an electronic handbook, annual calendars of events, and an outline of goals for their child's class at an orientation at the beginning of the year. Further, e-mail is the most common communication link for parents and school staff to communicate and coordinate from discipline to field trips.

Electronic Sign-ups. Parents sign up for volunteering or for parent teacher conferences electronically using a

web-based sign-up system. The system is always current and can be accessed anywhere one has an internet connection. Parents and volunteers get involved and organized promptly and without miscommunication.

Openness to Parent Volunteers. Our school records 6,000 hours annually of volunteering at our school. Opportunities include classroom or library assistance, advisory board, fundraising, event coordination, helping in the lunchroom and more. Parent involvement is good for children and encourages professionalism and transparency on the part of faculty and staff who as a result of the school's openness to volunteers are more highly visible by the parents.

Reaching out for Community Support. The school shares school news weekly with local media who frequently promote our school in the community. The local Bi-Lo Charities and Bi-Lo Grocery store chain has been generous in their financial support of our school's science lab and computer lab among other things. A local men's group, The Knights of Columbus also supported a building renovation and science lab equipment. Local businesses have supported school fundraising initiatives for school classrooms. High school student volunteers have helped our school with manual tasks and field day activities for children.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Faculty follow the Diocese of Charleston curriculum aligned to national and state standards. Three core competencies of the education program remain enduring: reading, writing, and arithmetic. In 21st century terms, these are: literacy, numeracy, and information and communication technologies (ICT): skills anticipated in high school on SAT's and ACT's.

Children master both comprehension and use of language for understanding, communication, and college and career readiness.

- Superkids! texts for early childhood reading take advantage of years of reading research and tested successful strategies of reading instruction.
- Attention to instruction in grammar, sentence analysis, and editing skills are evident at every grade level.
- Fifth and sixth graders study Latin to support English vocabulary acquisition, sentence analysis, and grammar knowledge.
- Faculty follow the Institute for Excellence in Writing using their rubric for student writing with middle school faculty aiming for the NAEP description of "Advanced Writing" noted in its 2011 writing achievement report.
- Renaissance's Accelerated Reader permits students to set and evaluate personal reading goals for growth in literacy skills.

Math education observes three fundamental tasks:

- Students master math facts and multiplication tables increasing speed and accuracy in computation. Memory skills support algorithm recall for successful computation.
- Students practice current and past grade-level math problems supporting memory work during the school year and on summer assignments due the first day of school.
- Students use (Singapore Math) models to map word problems graphically to bridge linguistic cognition (the problem's narrative) on the one side and numerical cognition (the mathematical equation or "number sentence" with units) on the other.

In science, students acquire skills of observation and the scientific method. Starting in third grade, skills are aligned to a science fair project assigned in 4th to 7th grades. Classroom demonstrations and experiments using technology help students acquire scientific knowledge.

In social studies, students learn about their society, beginning with their families and community (with visits from local law enforcement, fire safety, or health professionals), their state (with visits to the statehouse or places of historical interest), their nation and their nation's place in the world (through a trip to Washington DC, an annual "Hall of Nations" event, and various role-play opportunities especially in 4th grade).

With visual and performing arts, students are introduced to every step of the artistic process from inception to performance. Students learn to evaluate thoughts, feelings, or experiences, and through mastery of technique, learn to present or showcase artistic expressions of these. This happens in band and orchestra performances, musical drama, Shakespearean drama, Art show, annual music festival, participation in Christmas and St. Patrick's Day parades, and two annual choral presentations.

Prince of Peace Catholic School is in compliance with the BRS program's foreign language requirements. 7th and 8th grade students begin speaking and writing Spanish following a five-days-per-week / 45 minutes daily high school Spanish I curriculum. Early childhood Spanish lessons help students master the phonetics and vocabulary of the language while acquiring knowledge of other lands through study of language and culture. Latin in 5th and 6th helps solidify student acquisition of some English language arts skills while acquiring basic knowledge of family life in ancient Rome.

Using technology as a literacy tool, students master software for writing, presentations, creating audio or graphics files, performing science experiments and researching for writing or experiments. The school provides a computer lab, a mobile netbook lab, internet access and a host of apps and tools for task completion.

Students have weekly PE class and daily physical activity opportunities outdoors on the playground. Students learn techniques for warming up, cooling down, moving their bodies, competition in sports games, and eating for maintaining wellness. Teachers encourage basketball, soccer, kick-ball and other daily playground activities.

By 8th grade, students may earn high school credit following local public high school course standards. English 1, Spanish 1, and Algebra 1 permit students to enroll in advanced high school courses including one day the sciences and social studies. Select students become Duke University "TIP Scholars" in 7th or "Carolina Junior Scholars" by 8th grades on their road of college and career readiness.

Foremost, as a Catholic school, we offer religion classes which include Bible study and particularly the study of the life of Jesus. Students study church history, the lives of the saints, the moral and theological virtues, and prayer and the sacraments.

2. Reading/English:

A large body of evidence confirms that systematic, explicit phonics is the most critical component of beginning reading instruction. Like many reading programs today, Open Court reading worked effectively for faculty from 2003 to 2012. Wanting to update texts, raise student CPAA scores, and correct poor third grade reading scores (2012), however, caused faculty to seek an alternative. Faculty sought a reading approach to support the school's position that phonics should be a fundamental principle upon which all other reading instruction rests.

The Rowland Reading Foundation's research with control groups and peer reviewed independent studies (as well as a fabulous professional support team) convinced teachers that the Superkids! Program would work in our school. In the Superkids program, phonemic awareness is taught explicitly in core lessons. In kindergarten, it is also reinforced and practiced in Daily Routines. Teachers explicitly teach the process of phonetic decoding as a beginning reader's first strategy for identifying a word. Memory Words (or "sight words") are deliberately kept to a minimum while students acquire the decoding habit. By the end of first grade, students can read, write, and spell all 220 Dolch Words.

Third grade continues to use Open Court, but are searching for an alternative. Teachers like the stories that students should know, like the ancient Greek story of Damon and Pythias on friendship or the story of Jackie Robinson, the first African American in major league baseball.

Fourth to eighth grade students follow unit studies reading novels, poetry and short stories. Reading choices are award winners: Newberry winners, Modern Library Association's best books, recognized classics and more. Award winning literature includes rich vocabulary and narratives on a variety of human experiences. Our students' reading skill development ends with high school English 1 in 8th grade.

The school adopted Accelerated Reader introduced in first grade and continued through middle school to encourage independent reading among students. Teachers track progress to make reading progress a visible and overt effort of all.

3. Mathematics:

In 2007, faculty asked each other how children best learn mathematics and what is involved in their learning math effectively. Three goals emerged for teaching math: memorization for speed and accuracy, sufficient practice, and grasping concepts.

Memorization. Faculty believes that memorization of math facts and multiplication tables make it possible to perform higher order math with greater speed and accuracy. These are key in the early childhood ages. Teachers use math facts quizzes and “math sprints” to encourage mastery by fourth grade.

Sufficient Practice. Faculty believes that children struggle with math because they don’t practice sufficiently the concepts they’ve learned. In 2008, the school adopted a study program that reviewed math concepts taken from the whole school year’s curriculum. The SIMPLE SOLUTIONS math program is now K5 to 6th grade Common Core aligned. In 4th and 5th grades, teachers added a daily word problem practice using the Singapore math strategies so that children became accustomed to exercising that difficult skill.

Grasping Concepts. Faculty believes that manipulatives and graphics can help children better grasp math concepts over just memorization of math facts or algorithms (as central as these are to math success). In 2010, the school chose Singapore Math for K5 to 4th grade to lay the foundation in math learning. It is particularly strong in key areas: analysis (part/whole concepts starting in Kindergarten), demonstrating place value, showing relationship of quantities especially in use of multiplication, division, and fractions, and especially using graphic modeling in problem solving. School leadership was pleased to see “modeling” as a crosscutting concept in the national Research Council’s July 2011 Framework for K12 science education.

It is important to note that these strategies were aimed at average achievers. High achieving math students (and gifted students) tend to retain their achievement levels whether they used extra practice and Singapore math or not. Some high achieving students are periodically exempt from extra practice to discourage boredom.

The middle achieving and lower achieving students grew the most when longitudinal data was reviewed.

4. Additional Curriculum Area:

The school’s program from Kindergarten to 8th grades includes visual and performing arts that is curricular (Music and Art) and extra-curricular (the Dramatic Arts). The school sponsors a band and orchestra program that is also extra-curricular and encourages extra-curricular music lessons that can be showcased in an annual music festival in which our students participate.

The curriculum expects students to attend Music Class once per week. The class addresses music history as well as how to read music and perform a choral piece. The school sponsors two musical performances annually, once at Christmas and once at the end of the school year. Children learn many skills in choral performance: following a director, collaborating with others, learning and respecting the rules inherent to an arts discipline (harmonies, tones, or the notes of a composer for example) and how to produce vocal sounds according to a composer or director’s vision for a choral piece.

Students also take Art Class once per week. The goals of the class are twofold. First, students will use their hands to create their own works of art from all sorts of materials: construction paper, paper mache, charcoal, water color, acrylic, tissue paper, tag board, cloth remnants, and more. Second, students will learn about the techniques and achievements of the art masters of our civilization – Picasso, Van Gough, O’Keefe – and have an opportunity to imitate them.

The school offers students extra-curricular opportunities in either BAND or ORCHESTRA beginning at 3rd grade. Lessons are held before school not to interrupt the academic day. Students may learn instruments such as the flute, oboe, trumpet, saxophone, or trombone. In orchestra, students may choose from a stringed instrument. About a fifth of enrolled students 3-8th grades participate. Students also take private lessons and are invited to compete for a spot among our students who perform in an annual state music festival each year. Band and orchestra students participate in two concerts annually at the school.

The school sponsors extra-curricular plays open to student auditions. The fall musical is open to 4th to 8th grade students. The spring Shakespeare play is open to 6th to 8th grade students. During the musical, students have fun, combine vocal performances with public speaking and acting. For Shakespeare (and for high school English), students learn about Shakespearean drama and the art of speaking and articulating.

5. Instructional Methods:

The school is structured to address the needs of different learners in the following ways:

Deliberately small class sizes (20 or fewer students in elementary classrooms) mean that all students in a classroom are not far from the teacher's gaze and instruction. It is not uncommon in a private Catholic school classroom to see 30-40 students being instructed, but not at our school. Small classes mean personal attention to student behavior, classroom management, responding to questions, and group activity that is manageable. It also means more attention to parent needs. Accommodations for students with diagnosed learning differences – which our faculty handles – are more easily managed in a smaller environment. We cooperate with public school and private professional student learning evaluators and pediatricians to respond to requests for education plans tailored to student learning.

Children's Progress Academic Assessment (CPAA) in K4 to 2nd grades has been an invaluable tool for grouping students according to learning need with recommended activities for each group to do according to their need. CPAA also provides recommendation for parent activities with the child so the one-on-one learning can take place in a home environment with a family member. In some cases, the CPAA makes it possible for a teacher to pause instruction to review or cover skills for the entire class previously thought mastered.

Instruction can also be personalized using Accelerated Reader by Renaissance Learning, where students read books in their "zone of proximal development" or "ZPD." Our students know what their ZPD is! Quizzes after completion help teachers know what students need next and whether they can stretch their reading level. Students set personal reading goals and strive to beat their own goals – they are not competing against one another.

Science instruction especially involves lab demonstrations and experiments at every grade level so that science learning is visual and hands-on. Technology in our middle school science lab means turning observations into graphs and charts – data represented visually – that can be appropriated and understood by students in forming conceptions and knowledge.

6. Professional Development:

The school has three basic approaches to professional development:

Program training. School leadership (collaborating with faculty) chooses a program to implement in the school, and faculty are trained to be sure the program is implemented according to its plan. In reading, for example, to better implement Open Court reading in grades K4 to 3rd grade from 2005 to 2012, faculty at that time or new hires registered for two-day summer sessions to implement the program. When adopting Superkids reading (Spring 2013), consultants trained faculty at spring sessions, again in the summer before school started, and followed up with an instructional review in October and another in February 2014. For writing, the school partnered with the Institute for Excellence in Writing. A consultant in-served faculty for two days on methods and instructional strategies for writing success. The school adopted Singapore Math in 2010. That summer, a consultant based in Phoenix AZ visited Greenville for two days of training on teaching the Singapore methods in the classroom.

Teacher Enrichment & Improvement. To help teachers grow in their profession and according to accreditation guidelines, teachers are required to maintain certification through professional development and enrichment opportunities. School leadership encourages, cooperates with, and supports teachers in pursuit of a Master's Degree. Five full time teachers at our school in the last five years have either completed or started a Master's Degree. Leadership has supported teachers' attendance at education conferences in science, technology, early childhood, language arts, and fine arts to support learning in these areas of the curriculum.

Diocese (District) Professional Development. The Catholic Schools Office sponsors and schedules development opportunities for teachers in the diocese of Charleston. The bi-annual teachers conference

sponsored by our diocese includes sharing of best practices among teachers. Recent Diocesan professional development opportunities included a national researcher and speaker on the topic of bully-prevention in schools. Another speaker offered a day-long conference on the topic of using data to improve student learning.

7. School Leadership

The structure of leadership at Prince of Peace Catholic School has three tiers: strategic governance, principalship, and classroom leadership.

Strategic Governance. Prince of Peace belongs to a network of 33 Catholic schools in the Diocese of Charleston South Carolina. Governance, finance, and human resource policies are generated by our diocese's central offices of the Bishop and his staff in the Catholic Schools Office (CSO). Expectations include Southern Association of Colleges and Schools (SACS) standards under which the school achieved a full accreditation in 2012. Locally, our pastoral administrator collaborates with the principal to implement policies governing the school effectively for families of the school community. A School Advisory Board and a Finance Council assist in strategic planning and governance. This structure complies with "Canon Law" governing Catholic parishes and schools worldwide. Local school policy supports classroom excellence. For example, competitive salary and benefits and leadership's commitment to increase teacher pay annually if possible are designed to attract and keep excellent teachers. Combined with leadership's strategic commitment to invest in professional development year after year, leadership believes training and experience will improve classroom excellence over time.

Principalship. The principal communicates to staff three key competencies: Communication, Professionalism, and Excellence. Clear communication (by e-mail, newsletters, phone calls, or the web-based gradebook) insures that parents – those who love the children most – are engaged in the learning of their children. The principal's motto is: "everyone in the loop all the time." Staff also acts and dresses professionally, reflecting the dignity of their work as teachers and engaging all stakeholders according to standards of mutual respect. Staff achieves excellence by maintaining state certification, pursuing higher degrees and professional development, tracking student learning on tests, holding after-school student reviews, and guiding parents with strategies to use at home.

Classroom Leadership. Teachers are the most important leaders. Harry Wong says that the key to effective student learning is an effective classroom teacher. Some staff has even taken Wong's classroom management online course. Teachers demonstrate leadership in classroom management, goal setting, and student tracking charts in academics and student behavior: ways in which teacher-leaders follow and encourage student achievement.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$4500
1	\$4500
2	\$4500
3	\$4500
4	\$4500
5	\$4500
6	\$4500
7	\$4500
8	\$4500
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$4600
(School budget divided by enrollment)
5. What is the average financial aid per student? \$146
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	73	80	75	81
Number of students tested	28	38	35	31	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	82	82	80	82	81
Number of students tested	39	35	29	28	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	83	79	79	85	53
Number of students tested	36	33	26	18	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	83	72	79	70	68
Number of students tested	24	23	16	15	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	83	77	76	76	67
Number of students tested	21	14	14	20	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	83	66	73	74	81
Number of students tested	13	15	17	11	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	83	66	78	80	75
Number of students tested	28	38	36	30	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	78	84	78	79	81
Number of students tested	40	34	29	29	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	84	82	74	82	68
Number of students tested	36	33	25	18	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	82	70	76	79	75
Number of students tested	24	22	16	15	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	78	81	75	83	74
Number of students tested	21	15	13	20	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	79	77	77	83
Number of students tested	13	15	18	11	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Also, scores reported in "2008-2009" and "2009-2010" are from Riverside Publishing's Iowa Test of Basic Skills (ITBS) published 2005.